

Module 11: How Residents Change in a TC

Module 11 Goal and Objectives





Goal: To understand the process of internalizing behavior and self-change.



Objectives: Participants who complete Module 11 will be able to





- Identify at least four types of self-change expected of TC residents
- Describe the positive change in self-identity expected from the TC program
- Define the internalization of behavior change and provide at least three examples of evidence that internalization is occurring
- Describe at least three essential experiences that are necessary for residents to internalize change
- Describe at least two essential perceptions that are necessary for residents to internalize change
- Explain how active participation and involvement are necessary in each stage of the TC program for residents to internalize change.

Content and Timeline

Introduction	20 minutes
Presentation: Self-Change	30 minutes
Presentation: Self-Identity	15 minutes
Presentation: Internalization	15 minutes
Break	15 minutes
Presentation: Essential Experiences	45 minutes
Presentation: Essential Perceptions	30 minutes
Presentation: Active Participation and Involvement in the TC	10 minutes
Summary and Review	20 minutes
Journal Writing and Wrapup	20 minutes
TCC Graduation or Completion Ceremony and Celebration	30 minutes
Total Time	4 hours, 10 minutes

Slides	Notes
 <h2 data-bbox="435 426 630 468">Module 11</h2> <p data-bbox="354 525 711 556">How Residents Change in a TC</p> <div data-bbox="219 682 581 751"><p data-bbox="289 688 581 751">U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment www.samhsa.gov</p></div> <p data-bbox="797 766 846 783">OH #11-1</p>	
 <h2 data-bbox="443 898 613 940">Self-Change</h2> <ul data-bbox="240 1018 797 1161" style="list-style-type: none"><li data-bbox="240 1018 797 1087">• Residents do not adopt behaviors and attitudes simply to comply with TC rules.<li data-bbox="240 1098 797 1161">• Residents make fundamental changes in the way they live and perceive themselves. <p data-bbox="797 1281 846 1297">OH #11-2</p>	
 <h2 data-bbox="443 1409 613 1451">Self-Identity</h2> <ul data-bbox="240 1528 797 1686" style="list-style-type: none"><li data-bbox="240 1528 797 1570">• How individuals perceive themselves<li data-bbox="240 1581 797 1623">• How individuals believe they differ from others<li data-bbox="240 1633 797 1686">• Individuals' perceived degree of self-worth and sense of purpose <p data-bbox="797 1791 846 1808">OH #11-3</p>	

Slides	Notes
 Internalization The process of accepting, practicing, and applying what has been learned in the TC to new situations inside and outside the program <small>OH #11-4</small>	
 Internalization <ul style="list-style-type: none">• Essential experiences• Essential perceptions• Active participation and involvement in the TC <small>OH #11-5</small>	
 Essential Experiences <ul style="list-style-type: none">• Emotional healing• Social relatedness and caring• Subjective learning of self-efficacy and self-esteem <small>OH #11-6</small>	

Slides	Notes
 Essential Perceptions <ul style="list-style-type: none">• TC treatment is effective.• I am making progress.  <small>OH #11-7</small>	
 Journal Writing and Wrapup <ul style="list-style-type: none">• What was the most useful information you gained from this module?• How do you think this information might help you in your work?  <small>OH #11-8</small>	

Resource Sheet #11-1: The Process of Self-Change and Internalization

Instructions

In your journal, write about a change you have made recently in one or more of the following categories:

- *Self-care*: Personal habits and attitudes essential to self-care
- *Self-control*: The control or elimination of impulsive behavior
- *Self-management*: Successfully managing feelings and attitudes that influence how one copes with problems and challenging situations
- *Self-understanding*: The ability to make connections between past experiences and present behavior patterns, attitudes, and feelings
- *Self-concept*: The positive perception of oneself.

Check all the situations in the following list that caused the change:

- ☐ Affiliation with a community or group that values the changed behavior
- ☐ Having a role model
- ☐ Being removed from a situation or proximity to a person who prevented the desired change from occurring
- ☐ Instruction on how to make the change
- ☐ Adopting a new value or ethic that supports the change
- ☐ Becoming older, wiser, and more mature
- ☐ Becoming responsible for oneself or others in a way that requires the change to occur
- ☐ Becoming aware of the consequences of not making the change
- ☐ Gaining insight or becoming aware of feelings that had prevented the desired change from occurring
- ☐ Experiencing a general sense of positive well-being or a decrease in mental distress.

Is the change now a natural part of your daily life?

Can you maintain the change in new situations?

Resource Sheet #11-2: Case Study of Marcus as a Role Model

Overview

Marcus' self-identity significantly changed during Stage II. He struggled, but with the support of his peers and TC staff members, he became engaged in the treatment process because he experienced success and developed a positive sense of self-worth and purpose in life. He is now fully committed to continuing his self-learning and to helping others. He helps new residents who come into the program and are struggling with the same issues he experienced when he began the program.

In Stage III, Marcus continues to use the tools and concepts of the program. He is advancing in the community and is expected to volunteer to accept additional responsibilities. He will find part-time employment and will continue to live in the TC while he prepares long-range plans.

Many residents speak about how they view Marcus as their role model. They look up to him and aspire to be like him. Staff members also acknowledge the progress Marcus has made in changing his behavior and attitude. They have asked Marcus to lead peer groups for new residents to assist them in accepting the rules and expectations of the program. Marcus has even expressed interest in taking addiction counseling classes to prepare himself to return eventually to the program as a counselor.

As a role model, Marcus demonstrates personal insight and wisdom. He leads the community process method by demonstrating the principles of recovery and right living. A major shift in Marcus' transformation was that he no longer considered living in a TC as a way of "doing time" for past criminal behavior. He participated in the TC and internalized that he is worthy as a person and is someone who can make a difference in the world. As a role model, Marcus enhances the spirit of a healthy community.

Marcus' Development as a Role Model

Marcus follows TC rules and practices:

- He performs well in his job functions and participates in meetings and group processes.
- He develops a sense of trust in the community-as-method approach and is willing to be guided in the process of self-help and mutual self-help.
- He asks his counselor and senior residents for advice and shares what he learns with his peers.
- He encourages his peers to seek advice from their counselors and senior residents.

Marcus aspires to live a drug-free lifestyle and consistently follows the practices of right living:

- He values honesty, openness, and truth. He gives constructive feedback to his peers daily and insists that they follow the rules. He holds peers accountable in encounter groups and reports violations to expeditors.
- By acting in this way, Marcus is reinforcing the principles of recovery and right living for himself and encouraging others to adopt these behaviors as well. New and junior residents are aware when he is around and change their self-defeating conversations and actions.

Marcus promotes positive peer interactions:

- He discusses his feelings and encourages his peers to talk about their problems.
- He understands the ups and downs of the recovery process and is compassionate when he speaks to residents who are engaged in self-defeating behavior, but he still holds them accountable.
- He knows that by helping his peers to be accountable for their actions, he is helping himself stay accountable.
- Junior residents seek him out to confide in him and ask his opinion.

Marcus takes responsibility and initiative:

- He begins to take responsibility for fatherhood. He requests meetings and group sessions with his former girlfriends and their children, and he listens to them talk about their perceptions of the past. This process was initiated by Marcus and is considered a demonstration of his desire to challenge and change himself.
- He begins to talk about his family with other residents and shares his concerns and sense of guilt that he has not provided for his children as he should have. Other residents admire his courage and integrity and ask him how his sessions are going.

Marcus celebrates his achievements:

- In Stage III (early reentry), Marcus completes his GED. The announcement of this accomplishment is made at a special house meeting and at a dinner held to celebrate special achievements. At the dinner, his TC family acknowledges Marcus' determination and what he means to his brothers and sisters in the TC. Marcus makes a brief speech and says that he no longer sees himself as a criminal and a failure. His simple yet authentic statement offers hope to others.

Marcus applies what he has learned to situations outside the TC:

- He moves into an apartment with another TC resident in the late reentry phase. He graduates from the TC program 7 months after moving out.
- He continues to participate in TC activities and shares his challenges and accomplishments. Junior residents aspire to be like Marcus and start to believe that his accomplishments are possible for them, too.

Marcus continues his recovery process after program completion:

- He starts counselor courses at a community college. He receives an associate's degree and passes his State chemical dependency counselor credential certification examination. He visits his former TC and tells residents about his plans.
- He applies for a junior counselor job in a TC other than the one in which he had participated. As a result he gains a broader perspective of the TC approach to treatment. He also has the opportunity and challenge of getting to know new people and to apply what he learned in a new setting.
- After 2 years, he leaves and is hired by the TC in which he was a resident and continues his counseling career. He supervises senior residents and continues to serve as a role model by participating in all aspects of TC life.
- He attends NA and AA meetings at least three times a week. He stops smoking cigarettes. He becomes friends with a woman, Stella, who has no history of drug use or criminal activity, and they develop a close relationship. Stella encourages him as he makes and maintains changes in his continual pursuit of self-awareness, personal growth, and development. They share common values of right living. Stella has never been married and has no children. Marcus' children have met Stella and are developing a relationship with her.
- Although Marcus sounds like a model case, he has ups and downs. He is using the tools he learned in the TC and is in individual psychotherapy to continue his progress. He discusses his issues during staff meetings and inservice training and provides inspiration to other staff members.

Summary

Marcus is an example of a resident who worked hard to complete the TC program. He did not cut corners, run away from obstacles, or avoid or deny his problems. By aspiring to the ideal but staying in touch with reality, he is managing life's stressors constructively.

Marcus is proactive in his continued psychotherapy. He learns that guilt and shame were imprinted at a deep level when he was growing up and that they reemerged when he moved out into mainstream society. He knows he needs to continue to build his confidence and remain vigilant about his continued growth.

Summary of Module 11

When change occurs, residents do not adopt behaviors and attitudes simply to comply with TC rules. They make fundamental changes in the way they live and perceive themselves. Residents are expected to make changes in the following areas:

Self-care: Residents must learn personal hygiene, grooming, and appropriate dress, as well as habits and attitudes essential to maintaining recovery. Improved self-care represents a change in feelings and perceptions of self-worth.

Self-control: Residents must learn to restrain impulsive behavior (such as cursing, making threats, lashing out, or leaving) in response to what other people say or do. Improved self-control represents understanding that one's problems are not caused by other people.

Self-management: Residents must learn to think about consequences before taking action, to delay instant emotional gratification, and to develop healthy emotional coping skills. Improved self-management represents an understanding that one has self-defeating behaviors to control.

Self-understanding: Residents must understand the connections between their past experiences and present behavior, attitudes, and feelings. Improved self-understanding represents an ability to see patterns in one's life.

Self-concept: Residents must develop a positive sense of self-worth and a sense of purpose in their lives. An improved self-concept occurs when residents realize they can change their own lives and make a difference in other people's lives.

Self-identity refers to how individuals perceive themselves, how they believe they differ from others, and the degree of self-worth and sense of purpose they experience.

A transformation is expected to occur in a residents' self-identity, from a person who uses drugs or engages in criminal behavior to that of a productive, worthy, and active member of mainstream society.

Residents experience identity change when they

- Recognize that their existing self-identity is false and based on the past
- Realize that others will understand and accept them if they express their true thoughts and feelings
- Experience accomplishments in the TC program that allow a new self-identity to emerge.

Internalization of change is the process of accepting, practicing, and applying what residents have learned in the TC to new situations inside and outside the program. Internalization requires the disruption of previous thought and behavior patterns, which may evoke anxiety, anger, skepticism, resistance, or defiance as the resident struggles to let go of old patterns. A resident who is simply adapting to the TC may not be internalizing change.

Internalization occurs when

- Learned changes become a natural part of a resident's daily activities.
- Learned changes are self-initiated and applied to new situations.
- New learning takes place quickly, and few mistakes are made.
- Skepticism of TC teachings decreases.
- Frequency and severity of rule-breaking decrease.
- Participation in TC activities increases.
- A resident displays a positive work ethic in a job or school outside the TC.
- A resident uses problemsolving and coping skills in new or demanding situations.

To internalize change residents must

- Have certain essential experiences
- Have certain essential perceptions
- Actively participate and become involved in the TC.

Essential experiences include

- Emotional healing from past physical, psychological, and social distress
- Social relatedness and caring within a healthy and prosocial environment
- Subjective learning that promotes self-efficacy and self-esteem.

Essential perceptions include

- TC treatment is effective.
- I am making progress.

Residents must participate actively and become involved in the TC. The process of internalization does not occur automatically as residents advance through the stages of the TC program. Residents must become immersed totally and full participants in the activities of the TC.

Review of Module 11

In your small group, discuss and quiz one another on the following (feel free to take notes on this page). Can you

- Identify at least four types of self-change expected of TC residents?
- Describe the positive change in self-identity expected from the TC program?
- Define the internalization of behavior change and provide at least three examples of evidence that internalization is occurring?
- Describe at least three essential experiences that are necessary for residents to internalize change?
- Describe two essential perceptions that are necessary for residents to internalize change?
- Explain how active participation and involvement are necessary in each stage of the TC program for residents to internalize change?